CAREER MATURITY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SELF-CONFIDENCE AND FAMILY CLIMATE

SYNOPSIS OF THE THESIS

Submitted by

Rajender Singh

Registration No.: **AU20EDPHD0054**

Under supervision of

Dr. Promila

&

Co-Supervision of

Dr. Suman Lata

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION

FACULTY OF EDUCATION, BASIC SCIENCES AND HUMANITIES , ABHILASHI UNIVERSITY

CHAIL CHOWK, MANDI (H.P.) – 175028

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DECLARATION

I hereby declare that the synopsis of thesis entitled "**CAREER MATURITY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SELF-CONFIDENCE AND FAMILY CLIMATE**" to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place: CHAIL-CHOWK

Date: 2/04/2023

Signature of the Scholar

Name of Scholar

Forwarded by: Concern Supervisor

Place: CHAIL-CHOWK

Date: 2/04/2023

Signature of the Supervisor

Dr. Suman Lata
(Co- Supervisor)

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INTRODUCTION

Education is the first and foremost right of individuals as it is the fundamental right of every human being. It is the powerful instrument for all round development of every individual. It helps us to face and deal with certain problems easily. It helps to develop the ability of students to think abstractly and hypothetically. The development in the field of education indicates the development of the country. Among multiple aims of education, the one most important aim of education is to make an individual understand himself/herself and be able to decide any one vocation or profession or career of their own. Greater the maturity, greater is the probability that the individual is able to make sincere, wise and satisfactory decisions with regard to career choices.

CONCEPT OF CAREER MATURITY

Career maturity is an important aspect of individuals' career development and decision-making, job and career satisfaction, and retention in the contemporary world of work. The concept of career maturity is defined as individual's ability to make age-appropriate informed career decisions and manage his/her developmental task. Choosing an appropriate occupation by oneself is considered as one of the hallmarks of career maturity that is required in the process of career decision making. Career maturity refers to the individual's degree of readiness to choose, to plan and to prepare for future vocation. It is a pre-requisite ability to make a wise choice towards particular occupation and represents development along a continuum. Greater the maturity, greater is likelihood that individual is able to cope with developmental tasks at different stages of vocational development. Career maturity is the individual's ability to make appropriate career choices, including awareness of what are required to make a career decision and degree to which one choice are both realistic and consistence over time. Career maturity is a construct that has been investigated, measured, and debated for over 30 years. The term was first used by Super (1957) in his career development theory and can be defined as the extent to which an individual has measured the age-appropriate vocational tasks relevant to his or her developmental stage. The highlighted aspects of career maturity includes; 1. Obtaining information about oneself and converting such information to self-knowledge; 2. Acquiring decision- making skills and applying them in effective decision- making; 3. Gathering career information and converting it into knowledge of the occupational world; 4. Integrating self-knowledge and knowledge of the occupational world; and 5.

Implementing the obtained knowledge in career planning. Career maturity is conceptualized as an individual's readiness to make well informed, age – appropriate career decision, and to shape one's career carefully in the face of existing societal opportunities and constraints. Although educational and vocational choices are made by an individual but they are certainly influenced by many social and environmental factors which include socio-economic status of the family, home and family environment, sex, age, rural and urban background psychological factors which may include self-esteem, educational aspiration, academic achievement etc.

FACTORS AFFECTING CAREER MATURITY

Although an individual makes educational and vocational choices, they are certainly influenced by many environmental and psychological factors.

I. Environment Factors

Culture: The cultural milieu in which an individual lives affects his freedom by exerting the influence of the existing social patterns. Various conditions and modes of living in different cultures induce their members to take up jobs, in consonance with their prevailing systems and value structures. Social Class : The social class affects an individual's vocational development by its influence on his becoming the kind of person he is and by the effects of the general socio-economic milieu of the family on the young person's attitudes, values, opportunities, and the reactions of others towards him.

Family: Parental education, family harmony, parent-child interaction, all affects career maturity of an individual.

School: Mac Caffrey (1980) found that students who had a high degree of participation in those extra-curricular activities which emphasized individual responsibility and a positive response to social expectations were more likely to evidence high levels of vocational tasks and dimensions as correlated with vocational behaviour.

Ecological Factors: Differences between sub-cultures demonstrated along geographical and residential lines are often reflected in the vocational growth of an individual. It is expected that individuals from rural areas lag behind in career maturity than individuals from urban areas due to lack of adequate opportunities.

2. Psychological Factors

Psychological factors work as catalysts for environmental factors and, however, are

essential factors in themselves.

Interests: The strength and direction of the individual's interest represents an important aspect of his personality. This characteristic affects his educational and vocational pursuits. Interests are an important factor in determining the career maturity of the students indicated that teachers are able to translate students' interest in person and things into career interest in a better manner. The, results, provide the evidence that students interests are plastic and able to be shaped.

Academic Achievement: It is a well-established fact that those students who have better academic records tend to be vocationally more mature individuals than those whose academic achievement are poor.

Environmental and psychological factors are helpful in developing realistic educational and vocational self- perceptions of an individual. The integrated person displays an effective balance in his behavior.

Vocational maturity is the result of an interaction of environment and psychological variables. Thus, environmental and psychological factors specifically socio-economic status, academic achievement and interests – all play an important role in determining the vocational choice and career maturity of an individual.

Personality: Career development seems to be a reflection of general personality development. Individual's self-concept is considered as one of the important components of personality. Positive self-concept, self-esteem, self-actualizing components, personal adjustment, career adjustment etc. are required for healthy adjustment. Career development constitutes an aspect of personal development, which is intimately linked to the formulation and consolidation of mature self – identity.

Sex: Studies examining sex differences on career maturity variables have established that girls are vocationally more mature than boys. Evidence is also available that there are no significant differences among boys and girls in vocational maturity with regard to school samples.

Intelligence: Many researchers have traced the importance of intelligence in career development and in achieving career maturity.

Aptitudes: The success of a person in a job or vocational setting depends on his special abilities and his motivations.

CONCEPT OF SELF-CONFIDENCE

Self-confidence is having the belief in oneself to be able to handle most situations in your life. It is about trusting yourself and having a sense of self-reliance. Confidence is much more than just a positive feeling - it's an attitude and an approach to life that leads to success, motivation and new possibilities. It is about being true to yourself. When you are confident you will think you can succeed. It gives you the ability to tackle whatever comes up and not to be put off by setbacks. If you are confident at work, it will mean taking on new challenges with a sense of excitement. A lack of self-confidence will hold you back from success. If you don't believe in yourself, why should others believe in you? Self-confidence feeds into others, if you demonstrate faith, they will have faith. When you make mistakes and come up against problems, if you are self-confident you don't give up. You learn and try different methods, secure in the belief that eventually you will work through the obstacle. If you lack confidence, you think you can't and then prove yourself right. If you have self-confidence, you see any setbacks as part of learning and developing, rather than using them as an excuse for giving up. Confident people focus on their strengths and have a keen sense of what they want, however this shouldn't be at the expense of others. They have a balanced desire to succeed and achieve, so that they attract the outcome they seek. It is identifying, knowing and using the strengths that they will bring to a given situation. Informing themselves of previous successes and experiences, so that they can attract success again.

Self-confidence is a thought process that thrusts to trust our own abilities. It is a positive and realistic perception of oneself, one's abilities and the world around while accepting one's faults and limitations that leads to actions courageously with sense of self-respect. It is one's belief in oneself. It is a personality trait which is a combination of person's thoughts, feelings, hopes, fear and fantasies, his view of what he is, what he has been, what he might become and his attitude pertaining to his worth. It is a positive attitude of one towards one's self concept.

Self-confidence means an individual's perceived ability to act effectively in a situation to overcome obstacles. It is a feeling of self-assurance in personal judgment, ability and power. Self-confidence integrates the power of mind and body that motivates and regulates us in our daily lives and pushes us with a great force to achieve some more ambitious goals that we set for ourselves. It is a valuable personality trait that is infectious because if one feels oneself capable then others also see him or her capable.

Some individuals use self-confidence and self-efficacy as synonym but they have different meaning. Self-confidence is a generalized personality characteristic while self-efficacy is one's belief in one's ability to succeed in specific situation or accomplish a task for e.g. a person has self-efficacy to cook a good meal or write a good novel even though he or she may lack of general confidence or conversely he or she may be self-confident but they may lack the self-efficacy to accomplish a particular task, like writing a novel.

IMPORTANCE OF SELF-CONFIDENCE

Self-confidence is the foundation of one's identity and the first step to acquire performance, to develop progress and achieve success in different tasks in our lives. It is recognized as a key to address, convince and impress people, do creative works and innovative researches, establish successful firms, get high posts in a company, give powerful presentation of any work and to give the best academic performance and so on. Psychologists, educationists and philosophers, all have focused that self-image played an important role in motivation, decision making,

A man or woman who has greater self-confidence than ordinary people can do anything out of the ordinary limits. They think that they can do almost anything which they really want. They do not afraid of anyone and anything and try to make their dreams come true. They are bold enough and imaginative in their actions and try to do their work more creatively with new ideas and ways of doing things. They have wishes based on the reality and when some of these wishes do not fulfill, they never disappoint and for this they acknowledge themselves. A person having lot of knowledge, skills and abilities cannot be a successful person if he or she does not have self-confidence whereas a person with average knowledge and abilities can get what he/she wants to achieve, only if he or she has true self-confidence. However, having greater self-confidence does not mean they will be able to do everything they want but they continuously try to solve the difficulties and problems that arise in day to day life. They never give up and try persistently after learning from failures. They tackle situations successfully without leaning on others. They accurately assess their capabilities that lead them to have deep faith in their future.

Conversely, many could have low level of self-confidence. They might be doubtful about their own abilities and fear facing new situations. They compare themselves with others and instead of relying on their own capabilities, they think about their weaknesses and limitations. They mostly tend to be worried and fail to draw consideration and

concentration in any work and almost full of disappointment. Surprisingly, low self-confidence does not mean lack of ability. It is a result of comparing ones with others and unrealistic expectations of parents, peers, friends and members of the society. Although, low self-confidence is not permanent but it can be, if it is not addressed. It is a good thing that self-confidence is a mental quality which can be developed and enhanced through practice.

FACTORS AFFECTING SELF-CONFIDENCE

Self-Confidence is affected by many factors. It is increased by observing other people performing activities successfully. It is also affected by parenting style and attitude towards their children. If parents accept their children as they are and encourage, then they receive good feelings leads them to accept themselves and moves towards self-reliance and helps them to develop their self-confidence. Conversely, if parents are overprotective and demanding then their children feel themselves incapable, inadequate and introvert. Past experiences, reinforcement and motivation are the keys to develop self-confidence. It also depends on social development of the children. Children who less fond of making friends and have introvert nature will be shy and have less self-confidence.

Self-confidence is not a global personality trait which accounts for overall performances in all aspects of life. Every one may have certain amount of self-confidence in doing some activities, e.g. academics & cultural activities and less in others, e.g. cooking food & athletics. So everyone can progress up to the point, where they feel quite confident. Since self-confidence enhances with success. Therefore, it is essential to develop those qualities within oneself that helps to achieve success and makes them self-confident.

Factors That Affects Your Self-Confidence

Society

The strain of society is the main contributor to low self-confidence. There are such a lot of demands in our life e.g. to live a specific way, to dress in a positive way to get the honor you deserve, to have a certain kind of activity and to behave hence, and so forth. These pressures are stressing you loads; failing to face up to the stress can frequently lead to low self-confidence.

Media

Our complete obsession with the media, whether or not its social media, television, or print advertisements, contributes to the full-size vanity problems that our society faces. The instantaneous get admission to social media is in particular detrimental to young minds with the regular strain to appear and act like public figures, celebrities, and their peers.

Health

Taking care of yourself, frame, thoughts, and spirit can reinforce all factors of yourself together with your self-confidence and vanity.

Childhood

Your childhood is one of the primary contributing effects to your self-confidence. As you are developing up your personality and the whole thing else are developing. Everyone around you has the capability to influence the man or woman you come to be.

Friends and Family

The human beings you spend time with having a huge influence on your vanity. Your friends can help you to build up your self-confidence, self-image, and self-respect, or they can bring you down. Some human beings convey you down on reason because they simply want to feel higher than everybody else. The family that you grew up with, in addition to the family that you have created, may have an effect on your self-esteem as well. A family that works together and help each other to develop and evolve can contribute to a wholesome vanity and build your self-confidence

Work Environment

You spend a lot of time at work and you engage with a number of humans with specific persona trends. Your work environment would boost or shape every aspect of your life, inclusive of your vanity. An upsetting and extremely stressing job can routinely contribute to a low self-confidence at the same time a productive and motivating working environment help you to develop and create as an individual in your personal and professional life.

Relationships

All relationships can affect your self-confidence, but romantic relationships have a tendency to have the maximum crucial impact. Being in a loving relationship can improve

your self-confidence. On the other hand, a horrific relationship can bring you down in such a lot of approaches.

CONCEPT OF FAMILY CLIMATE

Family climate is constituted by two words: family and climate. Family is considered to be the first agency of socialization. Family is responsible for the growth and development of its all family members. Family provides the protective environment for its members and here in family each child grows physically, emotionally and mentally. The basic requirements of children are fulfilled in the family. The miniature form of society is family and family is preserved by the society. The individual is also small unit of society. The requirements of children are satisfied in their family. Family provides assistance for the mental, physical and psychological growth of children. Psychologist, sociologist, educationist agree that the development of a child is mostly effected by the family.

The word 'Family' has been derived from a Roman Word 'famulus' which means a servant. Family is that small unit where children learn to behave within a society. Here are some definitions of the family. Burgess and Locke (1963) define family as where a group of individuals united by the bond of marriage, blood or adoption live together in a single house. These persons communicate with each other while playing their respective social role of husbandand wife, mother and father, son and daughter, brother and sister thus helps in establishing and sustaining a shared culture." **New Webster's Dictionary (2004)** explains 'Family as group of persons, consisting of parents and their children. The belief of family has altered from the huge enlarged to smaller parts i.e. the nuclear family and now a days single parent family.

Climate -The word climate is comprehensive one that involves the word environment within itself. The environment is composed by the elements surrounding the child. Climate refers to the prevalent surroundings or set of attitude in human affairs. **Webster's Dictionary (2004) defines** ' climate or environment' as the aggregate of all external and internal conditions affecting the existence, growth and welfare of organisms'. ***Family Climate- Family Climate is a term which is used to explain the family conditions involving family conflict, comfort, control, support and freedom***. The adolescent's growth and development are disposed and affected by the cultural and social environment of the family. Family Climate includes the combination of external physical situations and

inherent link between the members of the family. It involves several constituents that individually and collectively influence an individual. The human climate surrounding the child can be regarded as Family Climate.

All the social, physical and emotional pursuits of the family are included in the family climate. The idea of family climate was introduced by Moos in 1974 in which the perception of the family environment is evaluated by each person.

Family climate refers to the attitude of the parents towards their children which is related to the independence versus restrictiveness, trust versus distrust, care versus neglect, superiority versus humiliation, bias versus justice, approval versus rejection, indulgence versus indifference, expectation versus helplessness, open communication versus controlled communication, warmth versus coldness.

Family is an important factor which helps in shaping one's mental capabilities along with their physical and social structure. The favorable family climate can help in making an average person into a well-defined personality but all the chances for the success of a smart person can be ruined by an unfavorable family climate. Family Climate refers to the climate prevailing in the family, which varies from family-to-family, society-to-society and culture-to- culture. Family Climate can be explained as the combination of all the physical and psychological conditions that determine the growth and development of an individual. Family Climate can be regarded as a system where the behavior and relationship among all family members are interdependent. Better family climate leads to better performance and better adjustment.

Family Climate influences the various domains of one's life as intelligence, personality, adjustment, life style, behavior, habits etc. An unfavorable family environment may leads to behavioral problems, and maladjustment. Synonyms of Family Climate- Family environment, family support, home condition, family support, family setting, home environment, family atmosphere, living space, family characteristics, home life, family stability, family living, family culture.

REVIEW OF RELATED LITERATURE

Research takes advantage of the knowledge which has accumulated in the past as a result of constant human behavior. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to the study proposed by the researcher. A careful review of the research journals, books, dissertations,

thesis and other information on the problem to be investigated is one of the important steps in the planning of anyresearch study. A review of the related literature must precede any well planned research study.

The review of related literature enables the researcher to define the limits of the field. It helps the researcher to delimit and define problem. In this the researcher can select these areas in which positive findings are very likely to result and his endeavors' would be likely to add to the knowledge in a meaningful way. The survey of related studies implies reading and analyzing the researches already done and reported in dissertations, thesis, and journals, abstract or in anyother published form. The related studies thus represent the collective body of the prior work also referred to as research literature. The survey of related studies already conducted in the field enables the researcher to acquaint with the present state of knowledge. Some reviews related to the proposed study.

Bhatnagar and Gupta (1988) attempted to investigate the effect of a guidance intervention program on career maturity of secondary students. The study was conducted on the sample of 100 students of class IX. (62 boys and 38 girls) randomly selected from two different English Medium co-educational schools in Delhi. The findings of the study were: (1) All the three groupsviz; boys, girls, and combined showed significantly higher scores after the guidance intervention.Activities carried out were; career counseling, career talk, expert's talk, celebration of career day,etc. the program was of 8 weeks. (ii) The comparison across gender shows no significantdifference in means in pre- intervention and post intervention.

Kaur (2012) conducted a correlational study of career maturity of adolescents in relation to their school climate. The study was conducted on the sample of 800 from eleventh class adolescents studying in aided and public schools of Amritsar district. The results indicated that out of six dimensions of career maturity, only the three dimensions namely self-appraisal, problem solving and occupational information were found to have significant difference with high, average and low levels of school climate.

Philip (2012) conducted a study on the influence of family structure vs. family climate on adolescent well-being. The study was conducted on the sample of 278 middle and high school students (48%Male, 52% Female) studying in the southern United States-three summer camp and youth care in eastern Kentucky, a middle school in an Atlanta, Georgia Subrub and a high school located in rural Alabama. The results of the

study found that level of satisfaction with the family and level of negative effect in the family were significantly related to all of the indicators of well-being, with the exception of educational expectation.

Tekke and Ghani (2013) examined the level of career maturity among Asian Foreign students in a public university in relation to gender and academic achievement. The study was conducted on the sample of 229 (it includes 129 male and 123 female) International students studying in public university in Malaysia. The results of the study revealed that significant difference between male and female students of Asian foreign students in a public university. Significant difference found in male and female Asian foreign students in public university students with respect to career maturity competence female students have more knowledge about career than male students.

Malik and Yougesh (2014) studied the effect of self-confidence on academic achievement among senior secondary school students. The study has been conducted on a sample of 200 students studying in 11th class in four school of Rohtak city. The results of the study indicated significant difference among academic achievement of 11^{th} class students with high and low self-confidence. Study also found no significant difference among academic achievement of 11^{th} class boys with high and low self-confidence. Other results revealed the significant difference among academic achievement of 11^{th} class girls with high and low self-confidence. The study concluded that there was significant difference between academic achievement and self-confidence of 11^{th} class students. It was further found that self-confidence affected the academic achievement of girl students and there was no effect of self-confidence on academic achievement of boys.

Shafeeq and Tazeen (2015) undertook a comparative study of the effects of family climate on the academic achievements of government and private secondary school students. The study was conducted on a sample of 300 (boys =15; 0 Girls= 150) students belonging to government and private secondary schools of Aligarh Districts. The results of the study found no significant correlation between the family climate and the academic achievements of the students. The other results were no significance between male and female students belonging to favourable family climate group on the measures of academic achievement. The results also revealed no significant difference between the achievement score of the private and Government secondary school students to favourable family climate.

Katoch (2016) studied career maturity among senior secondary school students. The study was conducted on the sample of 108 senior secondary school students of district

Mandi of Himachal Pradesh. The results of the study found that government and private senior secondary school students do not differ significantly in their career maturity. She also found that male and female senior secondary school students do not differ significantly in their career maturity. The other results were that rural and urban senior secondary school students do not differ significantly in their career maturity.

Verma (2017) conducted a study on self-confidence among university students. The study was conducted on a sample of 200 students studying in different departments of university of Jammu. The finding of the study showed no significant differences in the self- confidence among university students belonging to different streams.

Dhull and Kamlesh (2018) investigated a study on career maturity among adolescents in relation to their gender and types of school. The study was conducted on the sample of 120 senior secondary school students studying in different school of district Rohtak. The results of the study found that a significant difference between male and female adolescent students in career maturity. Female students were more mature about their career than their male counterparts. Other result was significant differences between government and private school students were more mature about their career than their counterparts government school students.

Govindarajan (2018) investigated family climate, emotional maturity and academic achievement of secondary school students. The study was conducted on the sample of 300 ix standard students from both Aided and Government Senior Secondary School in Sivangangai Educational District .The results of the study found that the level of family climate of Senior Secondary School students boy's family climate is greater than the girl's students. Other results were students studying in Aided schools are at a higher level than the students studying in government schools with respect to family climate.

Gehlawat (2019) conducted a study on career maturity among adolescents in relation to certain demographic variables. The study was conducted on the sample of 120 adolescents (60 each from private and government school) of class xii studying in C.B.S.C. affiliated and Haryana Board located in Rohtak city. The results of the study found that significant differences in the career maturity of adolescents studying in government and private schools. Private school students were found to be more mature about their career as compare to their counterparts. The other results were no significant differences were reported between the career maturity of male and female adolescents studying in government schools. However in the context of the mean score it was found that male

adolescents possessed higher level of career maturity than their female counterparts**.**

Aglawe (2020) investigated the difference in intelligence, family climate, school environment, study habits and academic achievements of students in in Vidarbha region in relation to area and sex. The study was conducted on the sample of 800 students of 8th and 9th standard from secondary school out of which 400 from rural and while 400 from urban areas of Vidarbha region. The results of the study found that no significant difference between family climate of male and female secondary school students of rural and urban Areas of vidarbh region.

Baya, Munoz, Alica, and Marco (2020) conducted a study on family climate and life satisfaction in 12-year-old adolescents in Europe. The study was conducted on the sample of 9281 adolescent from participating European countries: i.e., Estonia, Spain, Germany, England, Romania, Norway, Poland and Malta. The results of the study found that positive family climate with higher life satisfaction among 12-year old adolescent in the participating eight European Countries.

Mehta, Vaishaliben and Panchal (2020) investigated the self-confidence of public and private school students. The study was conducted on 200 students (50 girls, 50 boys private school and 50 boys 50 girls govt. school) studying in secondary schools of Banaskantha District of Gujarat. The study found the significant difference in the self-confidence between boy and girl secondary school students.the study revealed no significant difference in the self-confidence between Public and Private secondary school students.

Shinde (2020) compared the career maturity of boys and girls in higher secondary schools. The sample of the study was consisting 200 students (100 boys and 100 girls) of class xi and xii of higher secondary school in Bhandra city. The results of the study found that no significant differences in the career maturity of boys and girls students in higher senior secondary school. The other results were no significance difference in occupational areas of career acceptance of boys and girls students in higher secondary school.

Periasamy and Jayarani (2021) undertook a study on family environment of senior secondary students in relation to achievements with special reference to school related variables‖. The study was conducted on the sample of 600 students studying in senior secondary schools of Medchal- malkajgiri and Medchal district of telanfana state. The results of the study found that no significant differences between boys and girls of senior secondary students in the mean scores of family environment. Other results were a

significant difference among thevarious medium of instruction groups of senior secondary students in the mean scores of family environment. The result also showed significant differences between rural and urban schools of senior secondary students in the mean scores of family environment.

NEED AND SIGNIFICANCE OF THE STUDY

Selection of career and setting in it is an important task in student's life. In the modern age of science and technology, hundreds of vocations have been thrown open to an individual. Senior Secondary stage is the period when a major turning takes place in the life of a student because the career will depend upon the subjects selected at this level. On the recommendation of National Policy on Education 1986, school curriculum after the 10th class has been diversified into academic and vocational streams. Career maturity assumes a great importance in the life of senior secondary school students for their proper future placement. It is the pre-requisite ability to make a wise choice towards particular occupation and represents development along a continuum. The counsellors and the students, and the teachers with whom they work, need an understanding of the types and characteristics of career patterns. This is possible only through close observations, minute monitoring, participative actions and systematic research. The school system has the responsibility of assisting the youth in making competent career decisions that are appropriate to their abilities, aptitudes, interests and other personality characteristics. The educational and vocational decisions at this stage cover the way for future decisions to be taken by any individual in the world of work. Any wrong decision of vocational choice due to pressure of the family or from indecisiveness on the part of students can block his/her growth and development in future. Therefore, it is necessary to study career maturity of secondary school students in relation to self-confidence and family climate.

Students in senior secondary stage are adolescent. They need a very fair and open communication while choosing their career and need the free environment in the family. Family climate built up the confidence which improves their self-concept and decisiveness. All these factors including parental support, interpersonal relations affect the career maturity of students.

Self-confidence is an attitude which allows individuals to have positive and realistic views of themselves. It affects directly or indirectly student's career maturity level and further these factors affect student's participation at school level. Studies have shown that learners with higher confidence are more willing to learn, challenge themselves, and

have better resilience in the face of difficult transitions. In fact, confidence has been quoted as the number one predictor of academic achievement among students. Thus, it is very important to study the self-confidence level of students to provide ways and means to improve or promote their career maturity so that they can excel in their studies.

Through this study, we can understand about the career maturity of senior secondary school students in relation to their gender, stream, self-confidence and family climate. Through this information, we will get an idea about the career maturity of the students studying in government senior secondary schools of Himachal Pradesh. The findings of the present investigation will be of immense importance for parents, as by knowing the career maturity of their children. The results of present study will be helpful for teachers as they can provide assistance and guidance to the senior secondary school students by knowing their career maturity and self-confidence level. The study will be also helpful to school students, principals/ headmasters, teachers of the schools. Parents, educational planners and guidance workers will also be benefited from the results of the study.

STATEMENT OF THE PROBLEM

"CAREER MATURITY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SELF-CONFIDENCE AND FAMILY CLIMATE"

OBJECTIVES OF THE STUDY

The present study will be conducted in order to achieve the following objectives-

1. To study the career maturity of senior secondary school students.

2. To study the career maturity of senior secondary school students with respect to:

i. Gender
ii. Stream
iii. Self-confidence

3. To study the interactional effect of:

i. Gender and stream
ii. Gender and self-confidence
iii. Stream and self-confidence
iv. Gender, stream and self-confidence

With regard to career maturity of senior secondary school students.

4. To study the career maturity of senior secondary school students with respect to:
    i. Gender
    ii. Stream
    iii. Family climate

5. To study the Interactional effect of:
    i. Gender and stream
    ii. Gender and family climate
    iii. Stream and family climate
    iv. Gender, stream and family climate

    With regard to career maturity of senior secondary school student.

6. To study the correlation between career maturity and self-confidence of senior secondary school students.
7. To study the correlation between career maturity and family climate of senior secondary school students.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in career maturity of senior secondary school students with respect to:
    i. Gender
    ii. Stream
    iii. Self-confidence
2. There will be no significant interaction between:
    i. Gender and stream
    ii. Gender and self-confidence
    iii. Stream and self-confidence
    iv. Gender, stream and self-confidence

    With regard to career maturity of senior secondary school students.
3. There will be no significant difference in career maturity of senior secondary school students with respect to:
    i. Gender
    ii. Stream

iii. Family Climate

4. There will be no significant interaction between:
   i. Gender and stream
   ii. Gender and family climate
   iii. Stream and family climate
   iv. Gender, stream and family climate

With regard to career maturity of senior secondary school students.

5. There will be no significant correlation between career maturity and self- confidence of senior secondary school students.
6. There will be no significant correlation between career maturity and family climate of senior secondary school students.

DELIMITATIONS OF THE STUDY

1. The sample of the present investigation will be delimited to the students studying in senior Secondary schools affiliated to Himachal Pradesh Board of School Education, Dharamshala.
2. The present study will be delimited to only 12^{th} class students.
3. The present study will be delimited to only four districts of Himachal Pradesh.
4. The present study will be restricted to variables i.e. Career Maturity, Gender, Stream, Self-confidence and Family Climate.

OPERATIONAL DEFINITION OF THE TERMS USED

1. **Career Maturity:** Career maturity refers to an individual's readiness to make informed, age-appropriate career decision and cope up with career development task. It involves individual's ability to make appropriate career choice, including awareness of what is required to make a career decision and the degree of which one's choices are bothrealistic and consistent.
2. **Self-Confidence**: Self-confidence is an attitude about skills and abilities. It means accept and trust yourself and have a sense of control in your life.
3. **Family Climate:** Family climate includes social and physical activities of child his family members and helps in determining cognitive, social and intellectual development of the children.
4. **Senior Secondary School Students:** Senior Secondary school students refer to

5. **Gender:** It refers to Boys and Girls.
6. **Stream:** It refers to the group of subjects undertaken by the students for their studies in senior secondary schools which mainly includes science and arts.

VARIABLES OF THE STUDY

Variables are the conditions or characteristic that the experimenter manipulates, controls or observes. Variables can be broadly categorized in to three types: Independent Variables, Dependent Variables and Confounding Variables.

The present study involves two types of variable, viz. Independent and Dependent Variable.

Independent Variables

Independent variables are conditions or characteristic that the experimenter manipulates or controls in his/her attempt to ascertain their relationship to observed phenomena. These are called stimulus variables.

In the present study, the independent variables are: Gender, Stream, Self- confidence and Family Climate.

Dependent Variable:

Dependent variables or Criterion Variables or characteristic that appear, disappear or change as the experimenter introduces, removes or changes independent variables. These variables are called response or outcome variable.

In the present study, Dependent Variable is Career Maturity.

RESEARCH METHOD USED

For conducting the present investigation, descriptive survey method of research will be used.

SAMPLING

The sample represents a subset of manageable size. Multi-stage stratified random sampling technique will be used by investigator for the purpose of selection of the sample. Sample will be selected in the following stage:-

Phase I: Selection of Districts:

Himachal Pradesh consists of 12 districts. Out of these 12 districts, four districts

will be selected randomly by the investigator through lottery system.

Phase II: Selection of Blocks:

After selecting the districts, the list of education blocks in each district will be taken and three (3) education blocks from each district will be selected on the basis of convenience of the researcher.

Phase III: Selection of Schools:

At this stage, the list of senior secondary schools in each sampled block will be prepared and twenty senior secondary schools from these education blocks will be selected through systematic random sampling technique.

Final Phase:

The students studying in these schools, + 2 class will be sampled who will be conveniently available for necessary data**.**

In all, the researcher will make efforts to cover at least 900 to 1000 students from all the sampled schools.

RESEARCH TOOLS TO BE USED

For collection of data in the present study, the investigator will use following research tools-

1. Career Maturity Inventory by Nirmala Gupta. (2013)
2. Self-confidence scale by Madhu Gupta and Bindiya Lakhani (2018)
3. Family climate Scale will be constructed by researcher himself.

PROCEDURE FOR DATA COLLECTION

For collecting the data, the investigator will personally visit the selected school. The toolswill be administered to the selected sample of students with the prior permission of the head of the Institution**.**

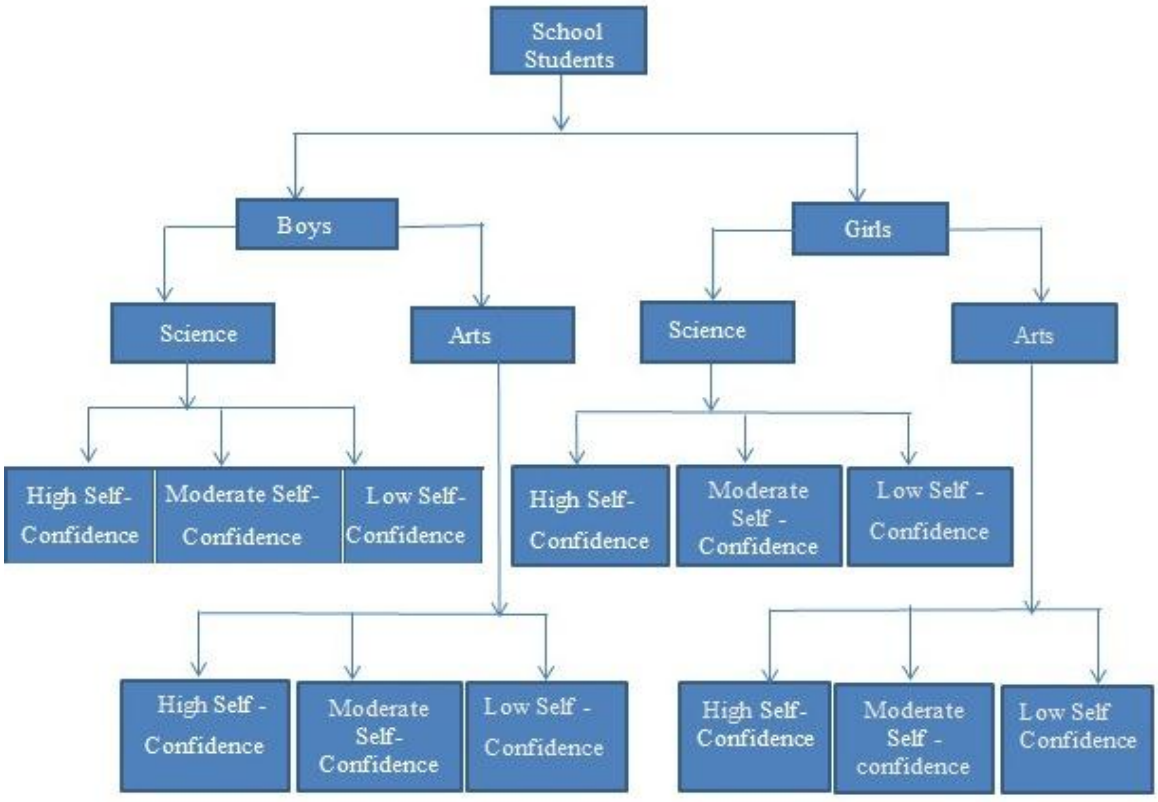
Before getting completed tools from students, a proper rapport will be established with them and all of them will be requested to give requisite information on each item in the tools. All of them will be assured that the information furnished by them will be kept strictly confidential and will not be shown even to the principal of the school.

STATISTICAL TECHNIQUE TO BE USED

To study the career maturity of senior secondary school students with respect to gender, stream, self-confidence and family climate, Mean, Median SD, Skewness and Kurtosis will be calculated. To study the interactional effect of gender, stream, self-confidence and family climate on career maturity, a statistical technique of analysis of variance (ANOVA-Three way) will be used. Product moment Correlation method will be used to find out the correlation between career maturity, self-confidence and family climate.

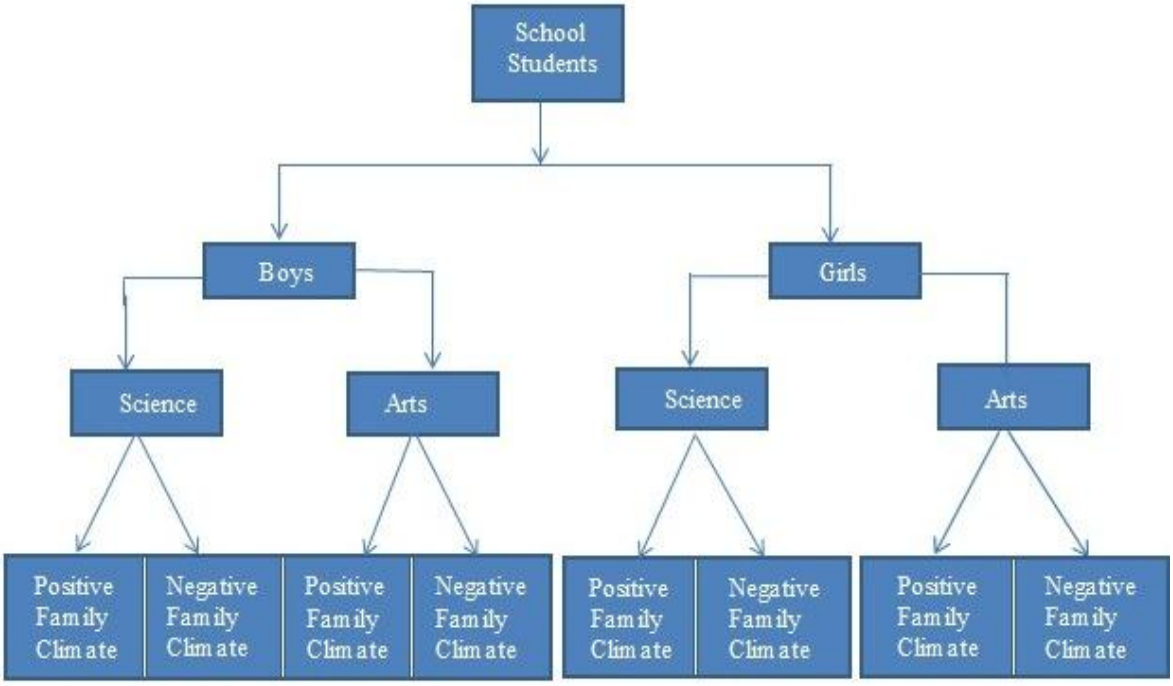
RESEARCH DESIGNS

Research Design for Self-confidence (2X2X3) factorial design)



Scores of dependent variable (Career Maturity)

Research Design for Family Climate (2X2X2) factorial design)



Scores of dependent variable (Career Maturity)

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